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A STUDY OF COUNSELING SERVICES AND THE DEVELOPMENT OF A SURVEY INSTRUMENT AT MIAMI-DATE JUNIOR COLLEGE.

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This project seeks to answer the questions which arise about the impact of counseling services as measured by a questionnaire administered to the teaching faculty and administrative staff about their understanding of its purposes, services, and effect on student behavior. An on-going program will be implemented to provide teaching faculty and others (administration and students) with a better understanding of the role and function of the counseling center. More than 150 junior colleges and 600 junior college staff members were involved in a variety of evaluative tasks for the project. A survey and evaluation will be administered at the end of the school year. Appended are a bibliography, the Student Services Questionnaire, and an analysis of the data. (Author/IM)

A STUDY OF COUNSELING SERVICES

AND THE DEVELOPMENT OF A SURVEY INSTRUMENT

AT MIAMI-DADE JUNIOR COLLEGE

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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April 1968

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I. Statement of Problem:

A. To discover the direction and impact of the college Student Personnel point of view as implemented by the office of Counseling Services on the student body, teaching faculty and the administration of a large, urban, comprehensive junior college.

B. To glean, from the official documents of the institution, statements of objectives and purposes which purport to support the college Student Personnel point of view.

C. To formulate, in as specific terms as possible, an acceptable statement of Counseling Services objectives in congruence with the college objectives and Student Personnel objectives.

D. To evaluate to what extent Counseling Services can increase the impact of this college Student Personnel philosophy on the teaching faculty as well as the administrative staff and students.

E. To discover the direction and impetus for Student Personnel functions within a large, multi-purpose community junior college.

II. Significance of the Project:

A study of this type is difficult to tie to specific scientific methodology. Student Personnel workers feel that their training and experience can work effectively to help students toward successful performance. On the other hand, administrators frequently have different backgrounds, and are charged with the responsibility to the students and the general public to take responsible action. Public responsibility in a public institution of higher learning is a tenuous thing. It is frequently credited or blamed for directions taken in academic policies and administrative procedures. College Student Personnel functions, leadership roles, performance and evaluation, are all concepts deeply in need of study, particularly at the junior college level.

The Miami-Dade Junior College Bulletin, 1967-68, states the following:

> Miami-Dade Junior College is a community junior college which offers educational opportunities beyond the high school level. The college, while helping to prepare the individual for democratic and creative living in the home and in the community, seeks also to prepare its students for successful entry into the upper

division of a senior college or university or for entry into a vocation from which they may earn a livelihood and gain personal satisfaction.

The college is devoting its efforts to the development of a superior program of education, incorporating the following specific objectives:

1. Two years of college work acceptable for transfer to four-year colleges and universities.

2. Technical and special degree programs which will prepare the students for employment in the industries and businesses of this area.

3. Suitable courses for adults who wish to further their education, enrich their cultural lives, and improve their personal efficiency.

Miami-Dade Junior College is an integral part of the Dade County School System and operates under the policies of the Board of Public Instruction and the authority of the County Superintendent of Schools.

The Advisory Committee to the Miami-Dade Junior College is composed of five prominent citizens. It serves in an advisory capacity to the President of the college and, through him, to the Superintendent and County Board of Public Instruction in matters relating to the junior college.

The Dade County Board of Public Instruction is responsible to the State Board of Education and the State Superintendent of Public Instruction. Affairs of the junior colleges are handled in the State Department of Education by the Division of Community Junior Colleges.

The enrollment of Miami-Dade Junior College in the 1963-64 college year (fourth year of operation) rose to more than 8,000 students to become the largest junior college in the South. By 1965-66, enrollment had risen to 16,981, making Miami-Dade Junior College the largest college in Florida with a five year growth rate of 1,000 percent.

Meanwhile, matching numerical growth with academic stature, the college was fully accredited by the Southern Association of Colleges and Schools in December, 1965. (23)

This descriptive material from the College Bulletin makes it clear that services to students for a wide variety of reasons are inherent in the college objectives. It is interesting to note, however, that nowhere in the Bulletin is there mention of College Student Personnel Services, per se. There is some mention of the duties and services of the various departments making up the College Student Personnel Division. In other words, Admissions, Financial Aids, Academic Advisement, Counseling, Testing, Student Activities, and the Dean's Office are all described in some detail.

Within the College, the Division of College Student Personnel is headed by a Dean. Working with the Dean of Students is the Dean of Men. The Dean of Men functions primarily as an Associate Dean of Students, but in addition has responsibilities for discipline and supervision of student activities. Under the Dean of Students are the following Departments: Academic Advisement, Department of Testing, Counseling Services, Student Activities, Financial Aids and Placement. Duties frequently found associated with the Dean of Student Affairs, or Student Personnel Services, including Admissions and Registration, Records and Articulation, all report directly to the Vice-President of the College.

Due to the phenomenal growth of Miami-Dade Junior College during its brief existence, there has not been an opportunity for evaluation and re-study of the structure, function, and effectiveness of the College Student Personnel Services. This study is intended to find some directions and clues with regard to this.

Essentially, the general hypothesis is that Student Personnel Services at a large community-oriented public junior college are essential for the well-being of the student, and for the satisfactory continuance of the institution. In other words, an unselected student body and extremely varied curriculum and faculty present problems necessitating a centralized and strong College Student Personnel program.

College Student Personnel Services and practices are not unique or new to large colleges. The basic ideas which support these services are really the foundations of junior college philosophy.

The large, urban, comprehensive junior college seeks to provide individualized educational experiences to its students. By the use of empirically derived practices and programs, the college seeks to offer an educational program suited to the student and his personal objectives.

The Student Personnel Services implement most of the practices which promote this individualization. The teaching faculty, however, must be a prominent part of the college program in other than the traditional role of mentor.

The faculty and administrative staff must understand as fully as possible the total college commitment to teach the student

according to his needs and within the context of his community.

A focal point for helping students make sense of themselves and the institution is the counseling center. But the counseling center cannot operate effectively and efficiently without the supportive and cooperative role played by the teaching faculty and college administrative staff.

This project seeks to find answers to the questions which arise concerning the impact the counseling services is presently having. A questionnaire will be administered to the teaching faculty and administrative staff on their understanding of its purposes, services and effect on student behavior. Then an ongoing program will be implemented to provide teaching faculty and others (administration and students) with better understandings of the role and function of the counseling center and a survey and evaluation will be re-administered at the end of the school year.

III. Review of the Literature:

"Student Personnel work complements, as well as supplements, the instructional program in the total development of the individual." (16) "The concept that Student Personnel work consists of all non-instructional activities in which the all around development of the student is the primary concern has been referred to a number of times. More recently, however, Student Personnel work has been more clearly defined to include processes and functions which emphasize the intellectual, social, emotional, cultural, and physical development of the individual as well as those which help build curriculum, improve instruction, and develop leadership programs." (1), (2), (3), (20) "The development of Student Personnel work, in addition to being influenced by social, economic, and population factors and the rise of the general education movement, is also related to educational philosophies. In a sense, the scope of the personnel program seems to be dictated by the education philosophy of the institution." (21) Some authorities in the Student Personnel movement talk of neo-humanism, a philosophy of dualism of the mind and the body, reason and emotion, thought and action. While cultivation of the mind is of primary importance, there is considerable sympathy for the social and physical growth and development of the student. Colleges and universities which accept this philosophy find it possible to develop these extra-class activities. The following philosophy, as stated by Taylor, appears to represent the principles in which Student Personnel workers profess to believe: "The first goal in education for democracy is the full, rounded, and continuing development of the person. The discovery, training, and utilization of individual talents is of fundamental importance in a free society. To liberate and perfect the intrinsic powers of every citizen is the central purpose of democracy, and furtherance of individual self-realization is its greatest glory." (28) Junior colleges seem to have taken up this philosophy and attempted to implement it. The following list of Student Personnel Services may

be found in the American Council of Education's 1959 statement:

1. The process of admissions.
2. The keeping of personnel records and their use.
3. The service to the student of trained, sympathetic counselors.
4. Physical and mental health services.
5. Remedial services.
6. Supervision of housing and food services.
7. A program of activities.
8. Encouragement and supervision of significant group activities.
9. A program of recreational activities.
10. The treatment of discipline.
11. Financial aids.
12. Opportunities for self-help through part-time employment.
13. Assistance in finding appropriate employment after college.
14. The proper induction, orientation, and counseling of students from abroad.
15. Enrichment of college and post-college life through religious activities.
16. Counseling for married students, and for those contemplating marriage.
17. A continuing program of evaluation of Student Personnel Services and of the educational program. (30)

Harold Cottingham outlined four general categories of Student Personnel workers commonly found in colleges and universities as follows:

1. Educational Advisors: faculty members assigned student advisees as part of, or beyond, normal load.

2. General Student Personnel Workers: those persons in Placement, Housing, Social Programs, Student Activities, Religious and Foreign Student Advising.

3. Personnel Counselors: persons performing two broad types of counseling functions, guidance and clinical.

4. Personnel Technicians: persons with special training in testing, record keeping, analysis and research activities, admissions. (9)

Williamson identified four types of organizational structures for institution-wide Personnel Services:

A. The Unitary, in which one person has the administrative responsibility for the various specialized services, usually organized departmentally under top administrator.

B. The Dual, in which some personnel functions and services are organized under a Dean of Women for women, and under a Dean of Men for men students.

C. The Pluralistic, in which personnel testing is administratively located in the Departments of Psychology or Education, extra-curricular activities are supervised by Deans of Men and Women separately and/or jointly, and disciplinary counseling is performed separately and/or jointly by Deans of Men and Deans of Women, with each department functioning autonomously with little or no administrative structuring and interrelatedness.

D. The Departmentalized and Decentralized, in which closely related Personnel Services are organized in separate departments with some degree of autonomy and separateness, but with overall administrative functions centralized in a top central organization. (29)

Junior colleges are by and large showing interest in the central coordination of Student Personnel Services. (6) A survey of 192 junior colleges in 1960 indicated that almost three-fourths did not have a full-time director for the Student Personnel program. (14) A committee of the American Association of Junior Colleges found the lack of knowledge of how to organize a Student Personnel program was the major impediment in the development of improved Student Personnel practices. (15)

Hendrix found that the larger the institution, the more likely that the Student Personnel Services were administered by a central organization. (13)

An American Council on Education Committee outlined its administrative guide for the development of College Student Personnel programs:

A. Designation of a qualified person responsible for the existing and developing programs.

B. Development of the program in close cooperation with the teaching faculty.

C. Selection, training, and adequate institutional recognition of faculty counselors.

D. Selection of competent personnel specialists in certain areas of student adjustments.

E. Establishing readily accessible student records with adequate safeguards for confidential data.

F. Basing policy making upon sound research.

G. Adequate financial provision for the Student Personnel program. (5)

Lloyd-Jones has questioned the wisdom of centralizing administrative responsibility in a single Dean of Students. The disadvantages here are that Deans of Students may focus undue attention on holding specialists in their places and maintaining status quo. (20)

Barry and Wolf forecast that problems of financial support, staff shortages, and mounting enrollments will probably accelerate the trends toward centralization in Student Personnel structures. (2) In searching literature there is considerably more information and material outlining, describing, and defining College Student Personnel functions than there is evaluating College Student Personnel functions. As far back as 1941, an A.C.P.A. Committee on Research and Publications reported that 230 papers had been presented at conventions from 1925 through 1940 dealing with various aspects of Student Personnel work, but evaluations of the overall programs were not found. (10), (25), (17), (31), (24) Using the recommendations on professional standards, prepared by the American College Personnel Association, from a checklist for the Council of Guidance and Personnel Associations, the A.C.P.A. found most staff members lacking certain recommended training and experience to measure up to the essentials of a desirable program. A number of writers have criticized current evaluation procedures and have proposed criteria and procedures for improving evaluation programs. Among the suggestions for improvement are the use of case studies to appraise teachers and students, use of longitudinal studies with controlled groups, development of a long-term master plan of evaluation related to institutional objectives, and the inclusion of knowledge and critical thinking as important outcomes of Student Personnel programs. A recurring theme in the writings of Student Personnel workers during the past decade is the serious need for more adequate research and evaluation. Intensive participation in these studies by faculty, personnel workers, and administrators would help develop intimate knowledge of working relationships and facilitate improved methodology. (7)

> College Student Personnel workers are finding it difficult to focus on basic objectives. An institution must have a good idea of what it wants to be and where it wants to go. It is important to keep in mind that College Student Personnel workers are offering services within an organizational setup, within a geographical location, and within the specific facilities of an institution. Thus, any decision that is made is within a social context. In considering the structure, the organization, and the interpersonal relationship of a university, educational needs for change point in the direction of improving self-awareness, recognizing the affect of personal behavior on others, diagnosing sensitivity to groups, and working skillfully as a group member. Someone usually stands to lose something when a change takes place. The reality of power is an important factor in the change process. (4)

Junior colleges are concerned with the total progress of each individual student. Organized programs of Student Personnel Services are accepted as their responsibility by most junior colleges. (12)

Gradually, more Student Affair programs in higher education are seeking to shift from an emphasis on services and activities peripheral to the main goals of education to an emphasis on student development and learning. (19)

Fitzgerald assessed faculty perceptions of Student Personnel functions. There were few significant differences between questionnaire responses of tenure and non-tenure faculty members, but a large proportion of faculty who work directly with students, as compared with those who did not, perceived a wider variety of Student Personnel functions as relevent to goals of higher education and viewed these programs as more important and more effectively executed. She concluded that faulty faculty perceptions result from a lack of communication with Student Personnel Services. (11) Cash reported that college presidents and counselors tend to agree, in their questionnaire responses, that transmitting moral values is a goal of higher education which involves all institutional staff members, but that counselors should not try to impose their own values on students who rebel against social norms. Presidents, however, were more inclined than counselors to believe that counselors should take value positions when counseling with students. (8)

Reeves and Arbuckle suggest that the differences in role expectations may be reflected in differences in attitudes of persons in various institutional roles. This research attributed these differences to different concepts of responsibility to the academic community in different role perceptions. (27)

The Student Personnel administrator should be viewed as an educator with a unique contribution to make. This contribution stems from his awareness of, and involvement with, the total student community. Presidents' decisions which will have an impact on the morale, climate, or life of the student community, should be made with the help and

participation of the Personnel Officer. If he has not earned the right to such participation, someone else should be hired who can meet the requirements. (18)

J. W. McDaniel, in "Essential Student Personnel Practices for Junior Colleges", American Association of Junior Colleges, 1962, lists the essential Student Personnel practices for junior colleges as follows:

1. Informing in-coming students.
2. Helping students make appropriate educational and vocational plans.
3. Helping students choose the best levels in courses.
4. Restrict students.
5. Orient new students.
6. Helping students to perform at optimal levels in courses.
7. Helping students resolve individual problems of housing, finances, and health.
8. Helping students with personal problems.
9. Helping students select and transfer to next destination.
10. Testing and test interpretation.
11. Counseling.
12. Record keeping.
13. Conducting institutional research on student characteristics.
14. Evaluating personnel practices and instruments.
15. Encouraging student activity.

In a report by Max Raines in the Junior College Journal, 1966, on the recently completed two-year study by the National Committee for Appraisal and Development of Junior College Student Personnel Programs (26) supported by the Carnegie Foundation, the following information was developed: Three-fourths of the junior colleges in the country have not

developed adequate Student Personnel programs. The counseling and guidance functions of Student Personnel work are inadequately provided in more than half of the colleges. Those functions designed to coordinate, evaluate, and up-grade Student Personnel programs are ineffective in nine out of ten institutions. It would appear that many Student Personnel programs lack the professional leadership that might enhance development. Certainly the vast majority of programs are operating with insufficient numbers of trained staff members. It is apparent that the nature and purposes of Student Personnel work have not been effectively interpreted to Board members, administrators, faculty, or the community. On the positive side, it appears that about ten percent of the junior colleges have the capacities to provide leadership in Student Personnel development. In this study more than 150 junior colleges, and 600 junior college staff members were involved in a variety of evaluative tasks.

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STUDENT SERVICES QUESTIONNAIRE

This instrument attempts to collect information regarding junior college faculty's understanding of certain student services. This information is needed to continually re-assess the student services program and to give the counseling staff an understanding of how they are seen and understood by the faculty. These statements were developed over a period of time from faculty comments. They call for your personal opinion.

Please choose one response to each statement by marking the appropriate blank on the answer sheet or card.

1. The primary reason for offering counseling services to our students is:

   a. To help each student adjust to the institution and find his "niche".
   b. To assist all students to find their most appropriate academic program.
   c. To make administration of a large institution more personal and meaningful to many students.
   d. To offer specialized help to those students who find it difficult to "make the grade" in college.
   e. To offer close human contact in the process of self-discovery and personal growth and problem solving.

2. The primary academic employment requirement for our junior college counselors should require a Master's Degree in:

   a. clinical psychology.
   b. social work.
   c. guidance and counseling.
   d. psychometrics.
   e. interdisciplinary, human behavior.

3. Counselors are frequently called upon to help students in special ways. The help most frequently asked for by students is:

   a. Vocational tests and related information.
   b. Advice on social problems.
   c. Help with failing grades.
   d. Help with conflicts between self and parents.
   e. Assistance with finding some personal rationale for college attendance.

4. Our Counseling staff makes frequent use of psychological tests, including aptitude and interest inventories. The reason which best fits our use of these tools is:

   a. To establish a relationship with students in an interesting and educative way.
   b. To develop data not as readily available in any other way.
   c. To discover what the "real" problem is and what potential for solution exists.
   d. To re-affirm hypotheses developed by the counselor.
   e. To make the process of counseling toward self-evaluation for the student more scientific.

5. When our staff talks of a "counseling relationship", they usually mean:

   a. A friendly, mutually open discussion.
   b. A series of talks.
   c. A mutually trusting conference.
   d. A problem-solving meeting.
   e. A human encounter.

6. The counselors frequently get involved with students about "student-parent" interaction. The course of action most frequently pursued by the counselor should be:

   a. Side with the student to foster independence.
   b. Side with the parent to teach respect.
   c. Be as objective as possible to reduce anxiety.
   d. Take one side, then the other to teach objectivity.
   e. Dismiss the specific issue and get on with the business of self-evaluation.

7. Our college is conscious of its public image. The counseling staff plays a role in this concern. The role of the counselor which seems most appropriate is to:

   a. Help students learn behavior which conforms to the generally accepted norms.
   b. Help students learn to evaluate their behavior as compared to society's norms.
   c. Help students learn to disregard societal pressures to conform.
   d. Help students to move from a rigid conformist or non-conformist behavior pattern.
   e. Disregard the specific behavior and help the student evaluate the personal consequences of his behavior.

8. Counselors assist students according to their (student) needs. That statement which best summarizes our approach is:

   a. That we serve <u>all</u> students.
   b. That we serve <u>only</u> those who want us to help them.
   c. That we serve those that the "<u>college</u>" feels we should help.
   d. That we serve a combination of the above.
   e. That we serve our own needs.

9. That a college develops the intellect is almost indisputable. Our student body "measures up" on standardized tests about as follows:

   a. Comparable to most state university lower division student bodies.
   b. Comparable to many private liberal arts colleges' first and second year students.
   c. Comparable only to other junior college student bodies.
   d. Comparable to high school senior classes.
   e. Nothing really comparable on the American educational scene.

10. An open-door, urban community junior college such as ours attracts many students who would otherwise not go to college. The impact of these students on the college most nearly approximates one of these statements:

   a. They depress the motivation of students who would have gone to college anyway.
   b. Their cultural background forces the college to give up traditional approaches to certain subjects.
   c. They give the student body a flavor of currency and urgency.
   d. These students frequently demand college be the "stairway" to middle class existence.
   e. They rebel against a general education and demand a direct vocational link in their training.

11. Liberal Arts students are traditionally characterized as "<u>idealistic</u>", while vocational school students are seen as "<u>realistic</u>". Which statement best represents our student body?

   a. Our students can be divided into two distinguishable groups, one mostly idealistic, the other mostly realistic.
   b. Our students are mostly realistic.
   c. While we have students who are idealistic and students who are realistic, most are very much in the middle.
   d. Most of our students are idealistic.
   e. There is no significant way of aligning our students with regard to idealistic or realistic.

12. A prominent feature of our college is the "open door". This policy carries institutional responsibilities best stated as follows:

   a. The college must have a comprehensive student personnel program (guidance and related).
   b. The college must offer a widely diversified curriculum.
   c. The college must offer a number of different kinds of completion certificates.
   d. The college must serve primarily those who can succeed in school.
   e. The total college must mobilize for change.

13. Most junior college students have had some contact or at least have an awareness of guidance services from high school. The effect of these high school experiences on their approach to our counseling services tends to:

    a. Confuse them as to the relative roles of advisors and counselors.
    b. Make them demand more assistance from academic advisors rather than counselors.
    c. Make them seek help from non-college professionals.
    d. Make them less likely to solve problems for themselves and more likely to seek assistance.
    e. Make them seek out their professors rather than counselors.

14. The socio-economic make-up of our student body has important effects on the types of problems students bring to the counseling office. Our students tend to want help in:

    a. Learning about the world of work.
    b. Discovering the reasons for what they are doing.
    c. Preparing for the future.
    d. Dealing with the present.
    e. Avoiding the uncertainties of the future.

15. Counseling faculty and teaching faculty work with the same students. They should be able to communicate useful information to one another. Impediments to this seem to be:

    a. That faculty are already busy.
    b. That the communication is not <u>really</u> necessary.
    c. That regular channels do not exist.
    d. That it might interfere with the academic program.
    e. That students need to learn to stand on their "own two feet".

16. Our college faculty prides itself on its ability to relate to many individual students after regular class hours. This affects the professional counseling staff in:

    a. a competitive way.
    b. a confusing way.
    c. a supplemental way.
    d. a restrictive way.
    e. a supportive way.

17. Our professional counselors should be concerned about things in which of the following lists, giving the order of importance:

    a. Student college community.
    b. Community, college, student.
    c. College, community, student.
    d. College, student, community.
    e. Student, community, college.

ITEM	N/A	1	2	3	4	5	R
1.	0	0	0	0	1	11*	0.258
2.	0	0	0	6	0	6*	0.171
3.	1	6*	1	1	1	2	0.308
4.	0	1	4*	1	3	3	0.412
5.	0	0	0	4	0	8*	0.606
6.	0	0	0	9*	0	3	-0.059
7.	0	0	2	0	1	9*	0.018
8.	0	3	1	1	7*	0	0.168
9.	0	3	1	8*	0	0	0.388
10.	0	0	6*	3	2	1	0.583
11.	0	1	0	3	1	7*	0.655
12.	0	2	8*	0	0	2	0.315
13.	0	10*	1	0	1	0	0.107
14.	0	0	5*	2	2	3	0.179
15.	0	0	1	11*	0	0	0.506
16.	0	0	0	7*	1	4	0.237
17.	0	11*	0	0	0	1	0.134

MEAN- 11.083
MEDIAN- 11 NUMBER OF QUESTIONS = 17
STANDARD DEVIATION- 2.429 NUMBER OF TESTS GRADED = 12
SUM 133 SUM OF SQUARES 1539

DATE 04/02/68 MIAMI-DADE JUNIOR COLLEGE PAGE 1
SEQ 2222 COMPUTER LABORATORY

ITEM	N/A	1	2	3	4	5	R
1.	0	0	5	0	4	12*	0.184
2.	0	1	0	18	0	2*	-0.143
3.	0	11*	0	6	3	1	0.225
4.	0	0	2*	9	0	10	0.191
5.	0	5	0	12	2	2*	0.191
6.	0	0	0	20*	0	1	-0.000
7.	0	3	8	0	2	8*	0.718
8.	0	4	7	1	9*	0	0.213
9.	0	5	2	10*	1	3	0.218
10.	0	1	12*	3	1	4	-0.163
11.	0	2	0	8	1	10*	0.366
12.	0	6	9*	3	0	3	-0.085
13.	0	12*	6	1	1	1	0.434
14.	0	2	5*	6	5	3	0.562
15.	0	4	0	11*	2	4	0.225
16.	0	0	0	16*	0	5	0.595
17.	1	14*	0	0	0	6	0.261

MEAN- 7.857
MEDIAN- 8
STANDARD DEVIATION- 1.930
SUM 165

NUMBER OF QUESTIONS = 17
NUMBER OF TESTS GRADED = 21
SUM OF SQUARES 1371

ITEM	N/A	1	2	3	4	5	R
1.	0	3	4	3	5	28*	0.510
2.	0	1	1	30	0	11*	0.171
3.	0	17*	7	6	4	9	0.217
4.	0	1	13*	11	3	15	0.410
5.	0	10	0	19	6	8*	0.087
6.	0	1	0	38*	2	2	0.214
7.	1	2	20	0	1	19*	0.318
8.	0	16	7	0	19*	1	-0.055
9.	0	25	1	13*	0	4	0.383
10.	0	1	24*	6	10	2	0.205
11.	0	3	2	14	1	23*	0.351
12.	0	10	21*	5	1	6	0.495
13.	1	19*	5	2	5	11	0.318
14.	0	3	6*	14	11	9	0.127
15.	1	11	0	26*	2	3	0.259
16.	0	2	0	26*	1	14	-0.090
17.	0	29*	0	0	1	13	-0.034

MEAN- 7.906
MEDIAN- 8 NUMBER OF QUESTIONS = 17
STANDARD DEVIATION- 1.874 NUMBER OF TESTS GRADED = 43
SUM 340 SUM OF SQUARES 2836

ANALYSIS OF STUDENT SERVICES QUESTIONNAIRE

FOR COUNSELING SERVICES Numbering 12

Item Number	Choices 1	2	3	4	5
1	0%	0%	0%	8%	91%
2	0%	0%	50%	0%	50%
3	50%	8%	8%	8%	16%
4	8%	33%	8%	25%	25%
5	0%	0%	33%	0%	66%
6	0%	0%	75%	0%	25%
7	0%	16%	0%	8%	75%
8	25%	8%	8%	58%	0%
9	25%	8%	66%	0%	0%
10	0%	50%	25%	16%	8%
11	8%	0%	25%	8%	58%
12	16%	66%	0%	0%	16%
13	83%	8%	0%	8%	0%
14	0%	41%	16%	16%	25%
15	0%	8%	91%	0%	0%
16	0%	0%	58%	8%	33%
17	91%	0%	0%	0%	8%

ANALYSIS OF STUDENT SERVICES QUESTIONNAIRE

FOR ACADEMIC ADVISEMENT Numbering 21

Item Number	Choices. 1	2	3	4	5
1	0%	23%	0%	19%	57%
2	4%	0%	85%	0%	9%
3	52%	0%	28%	14%	4%
4	0%	9%	42%	0%	47%
5	23%	0%	57%	9%	9%
6	0%	0%	95%	0%	4%
7	14%	38%	0%	9%	38%
8	19%	33%	4%	42%	0%
9	23%	9%	47%	4%	14%
10	4%	57%	14%	4%	19%
11	9%	0%	38%	4%	47%
12	28%	42%	14%	0%	14%
13	57%	28%	4%	4%	4%
14	9%	23%	28%	23%	14%
15	19%	0%	52%	9%	19%
16	0%	0%	76%	0%	23%
17	66%	0%	0%	0%	28%

ANALYSIS OF STUDENT SERVICES QUESTIONNAIRE

FOR SOCIAL SCIENCE Numbering 43

Item Number	Choices 1	2	3	4	5
1	6%	9%	6%	11%	65%
2	2%	2%	69%	0%	25%
3	39%	16%	13%	9%	20%
4	2%	30%	25%	6%	34%
5	23%	0%	44%	13%	18%
6	2%	0%	88%	4%	4%
7	4%	46%	0%	2%	44%
8	37%	16%	0%	44%	2%
9	58%	2%	30%	0%	9%
10	2%	55%	13%	23%	4%
11	6%	4%	32%	2%	53%
12	23%	48%	11%	2%	13%
13	33%	11%	4%	11%	25%
14	6%	13%	32%	25%	20%
15	25%	0%	60%	4%	6%
16	4%	0%	60%	2%	32%
17	67%	0%	0%	2%	30%

ITEM	N/A	1	2	3	4	5	R
1.	0	1	8	0	0	2*	0.599
2.	1	0	0	9	0	1*	0.231
3.	0	5*	0	4	1	1	-0.116
4.	0	0	2*	3	0	6	0.219
5.	0	2	1	1	6	1*	0.571
6.	0	0	0	5*	4	2	0.669
7.	0	0	3	0	1	7*	0.462
8.	0	4	0	0	7*	0	0.563
9.	0	4	2	3*	1	1	0.449
10.	1	2	4*	1	2	1	0.249
11.	1	0	3	4	0	3*	-0.099
12.	0	2	6*	2	0	1	-0.276
13.	1	2*	3	0	1	4	0.599
14.	0	2	2*	2	2	3	0.092
15.	0	0	0	9*	1	1	0.414
16.	0	0	0	0*	1	2	0.099
17.	0	6*	0	0	1	4	-0.473

MEAN- 6.636
MEDIAN- 7
STANDARD DEVIATION- 1.858
SUM 73

NUMBER OF QUESTIONS = 17
NUMBER OF TESTS GRADED = 11
SUM OF SQUARES 519

ITEM	N/A	1	2	3	4	5	R
1.	0	2	2	1	3	14*	0.420
2.	0	1	1	17	0	3*	0.322
3.	1	8*	2	3	3	5	0.405
4.	0	3	4*	9	0	9	-0.054
5.	0	6	1	9	5	1*	0.030
6.	0	0	1	17*	3	1	0.363
7.	0	2	10	0	3	7*	0.433
8.	0	7	1	0	11*	3	0.229
9.	1	7	2	6*	1	5	0.135
10.	0	0	10*	4	4	4	-0.012
11.	0	0	5	7	2	8*	0.104
12.	0	2	13*	1	3	3	0.305
13.	0	6*	1	0	3	7	0.238
14.	1	2	4*	8	4	3	0.124
15.	0	5	1	12*	1	3	0.301
16.	0	2	1	13*	1	5	0.258
17.	0	11*	1	1	0	9	0.321

MEAN- 6.727
MEDIAN- 7
STANDARD DEVIATION- 1.980
SUM 140

NUMBER OF QUESTIONS = 17
NUMBER OF TESTS GRADED = 22
SUM OF SQUARES 1078

ITEM	N/A	1	2	3	4	5	R
1.	0	0	5	0	1	10*	0.159
2.	0	0	1	12	1	2*	0.233
3.	0	5*	1	7	1	2	-0.212
4.	0	0	2*	10	1	3	0.233
5.	0	2	1	8	5	0*	0.000
6.	0	0	1	10*	2	3	0.655
7.	0	2	9	0	0	5*	0.305
8.	0	8	2	0	6*	0	0.194
9.	0	8	0	7*	1	0	0.510
10.	0	1	9*	4	2	0	0.319
11.	0	0	1	7	0	8*	0.137
12.	0	5	9*	0	2	0	0.043
13.	0	8*	4	0	2	2	0.068
14.	0	1	3*	6	2	4	0.252
15.	0	3	0	12*	1	0	0.435
16.	0	1	0	11*	0	4	-0.231
17.	0	11*	0	0	0	5	0.657

MEAN- 7.375
MEDIAN- 7.5
STANDARD DEVIATION- 1.821
SUM 118
NUMBER OF QUESTIONS = 17
NUMBER OF TESTS GRADED = 16
SUM OF SQUARES 920

ANALYSIS OF STUDENT SERVICES QUESTIONNAIRE

FOR NATURAL SCIENCE Numbering 11

Item Number	Choices 1	2	3	4	5
1	9%	72%	0%	0%	18%
2	0%	0%	81%	0%	9%
3	45%	0%	36%	9%	9%
4	0%	18%	27%	0%	54%
5	18%	9%	9%	54%	9%
6	0%	0%	45%	36%	18%
7	0%	27%	0%	9%	63%
8	36%	0%	0%	63%	0%
9	36%	18%	27%	9%	9%
10	18%	36%	9%	18%	9%
11	0%	27%	36%	0%	27%
12	18%	54%	18%	0%	9%
13	18%	27%	0%	9%	36%
14	18%	18%	18%	18%	27%
15	0%	0%	81%	9%	9%
16	0%	0%	72%	9%	18%
17	54%	0%	0%	9%	36%

ANALYSIS OF STUDENT SERVICES QUESTIONNAIRE

FOR TECHNICAL DIVISION Numbering 22

Item Number	Choices 1	2	3	4	5
1	9%	9%	4%	13%	63%
2	4%	4%	77%	0%	13%
3	36%	9%	13%	13%	22%
4	0%	18%	40%	0%	40%
5	22%	4%	40%	22%	4%
6	0%	4%	77%	13%	4%
7	9%	45%	0%	13%	31%
8	31%	4%	0%	50%	13%
9	31%	9%	27%	4%	22%
10	0%	45%	18%	18%	18%
11	0%	22%	31%	9%	36%
12	9%	59%	4%	13%	13%
13	27%	4%	0%	36%	31%
14	9%	18%	36%	18%	13%
15	22%	4%	54%	4%	13%
16	9%	4%	59%	4%	22%
17	50%	4%	4%	0%	40%

ANALYSIS OF STUDENT SERVICES QUESTIONNAIRE

FOR PHYSICAL EDUCATION Numbering 16

Item Number	Choices 1	2	3	4	5
1	0%	31%	0%	6%	62%
2	0%	6%	75%	6%	12%
3	31%	6%	43%	6%	12%
4	0%	12%	62%	6%	18%
5	12%	6%	50%	31%	0%
6	0%	6%	62%	12%	18%
7	12%	56%	0%	0%	31%
8	50%	12%	0%	37%	0%
9	50%	0%	43%	6%	0%
10	6%	56%	25%	12%	0%
11	0%	6%	43%	0%	50%
12	31%	56%	0%	12%	0%
13	50%	25%	0%	12%	12%
14	6%	18%	37%	12%	25%
15	18%	0%	75%	6%	0%
16	6%	0%	68%	0%	25%
17	68%	0%	0%	0%	31%

ITEM	N/A	1	2	3	4	5	R
1.	0	6	24	4	14	81*	0.425
2.	1	3	3	96	1	25*	0.267
3.	2	54*	11	28	13	21	0.206
4.	0	2	29*	43	7	48	0.203
5.	0	25	3	56	25	20*	0.399
6.	0	1	2	102*	12	12	0.269
7.	1	9	54	0	8	57*	0.419
8.	0	43	18	2	62*	4	0.143
9.	1	52	9	49*	5	13	0.376
10.	1	5	66*	23	22	12	0.162
11.	1	7	11	44	5	61*	0.303
12.	0	29	68*	11	6	15	0.214
13.	2	59*	21	3	19	25	0.393
14.	1	11	25*	39	28	25	0.267
15.	1	24	2	84*	7	11	0.339
16.	0	5	1	82*	4	37	0.079
17.	1	86*	1	1	2	38	0.234

30

MEAN- 7.829
MEDIAN- 8 NUMBER OF QUESTIONS = 17
STANDARD DEVIATION- 2.218 NUMBER OF TESTS GRADED = 129
SUM 1010 SUM OF SQUARES 8538

ANALYSIS OF STUDENT SERVICES QUESTIONNAIRE

FOR COMBINED SURVEY Numbering 129

Item Number	Choices 1	2	3	4	5
1	4%	18%	3%	10%	62%
2	2%	2%	74%	0%	19%
3	41%	8%	21%	10%	16%
4	1%	22%	33%	5%	37%
5	19%	2%	43%	19%	15%
6	0%	1%	79%	9%	9%
7	6%	41%	0%	6%	44%
8	33%	13%	1%	48%	3%
9	40%	6%	37%	3%	10%
10	3%	51%	17%	17%	9%
11	5%	37%	34%	3%	47%
12	22%	52%	8%	4%	11%
13	45%	16%	2%	14%	19%
14	8%	19%	30%	21%	19%
15	18%	1%	65%	5%	8%
16	3%	0%	63%	3%	28%
17	66%	0%	0%	1%	29%

ANALYSIS OF STUDENT SERVICES QUESTIONNAIRE

SUMMARY

Item Number	Choices 1	2	3	4	5
1	6%	9%	6%	11%	65%
	0%	23%	0%	19%	57%
	0%	0%	0%	8%	91%
	9%	72%	0%	0%	18%
	9%	9%	4%	13%	63%
	0%	31%	0%	6%	62%
	***4%	18%	3%	10%	62%
2	2%	2%	69%	0%	25%
	4%	0%	85%	0%	9%
	0%	0%	50%	0%	50%
	0%	0%	81%	0%	9%
	36%	9%	13%	13%	22%
	0%	6%	75%	6%	12%
	2%	2%	74%	0%	19%
3	39%	16%	13%	9%	20%
	52%	0%	28%	14%	4%
	50%	8%	8%	8%	16%
	45%	0%	36%	9%	9%
	36%	9%	13%	13%	22%
	31%	6%	43%	6%	12%
	41%	8%	21%	10%	16%
4	2%	30%	25%	6%	34%
	0%	9%	42%	0%	47%
	8%	33%	8%	25%	25%
	0%	18%	27%	0%	54%
	0%	18%	40%	0%	40%
	0%	12%	62%	6%	18%
	1%	22%	33%	5%	37%

***The last set of percentages in each question is the combined total for all tested.

ANALYSIS OF STUDENT SERVICES QUESTIONNAIRE

SUMMARY Cont.

Item Number	Choices 1	2	3	4	5
5	23%	0%	44%	13%	18%
	23%	0%	57%	9%	9%
	0%	0%	33%	0%	66%
	18%	9%	9%	54%	9%
	22%	4%	40%	22%	4%
	12%	6%	50%	31%	0%
	19%	2%	43%	19%	15%
6	2%	0%	88%	4%	4%
	0%	0%	95%	0%	4%
	0%	0%	75%	0%	25%
	0%	0%	45%	36%	18%
	0%	4%	77%	13%	4%
	0%	6%	62%	12%	18%
	0%	1%	79%	9%	9%
7	4%	46%	0%	2%	44%
	14%	38%	0%	9%	38%
	0%	16%	0%	8%	75%
	0%	27%	0%	9%	63%
	9%	45%	0%	13%	31%
	12%	56%	0%	0%	31%
	6%	41%	0%	6%	44%
8	37%	16%	0%	44%	2%
	19%	33%	4%	42%	0%
	25%	8%	8%	58%	0%
	36%	0%	0%	63%	0%
	31%	4%	0%	50%	13%
	50%	12%	0%	37%	0%
	33%	13%	1%	48%	3%

ANALYSIS OF STUDENT SERVICES QUESTIONNAIRE

SUMMARY Cont.

Item Number	Choices 1	2	3	4	5
9	58%	2%	30%	0%	9%
	23%	9%	47%	4%	14%
	25%	8%	66%	0%	0%
	36%	18%	27%	9%	9%
	31%	9%	27%	4%	22%
	50%	0%	43%	6%	0%
	40%	6%	37%	3%	10%
10	2%	55%	13%	23%	4%
	4%	57%	14%	4%	19%
	0%	50%	25%	16%	8%
	18%	36%	9%	18%	9%
	0%	45%	18%	18%	18%
	6%	56%	25%	12%	0%
	3%	51%	17%	17%	9%
11	6%	4%	32%	2%	53%
	9%	0%	38%	4%	47%
	8%	0%	25%	8%	58%
	0%	27%	36%	0%	27%
	0%	22%	31%	9%	36%
	0%	6%	43%	0%	50%
	5%	37%	34%	3%	47%
12	23%	48%	11%	2%	13%
	28%	42%	14%	0%	14%
	16%	66%	0%	0%	16%
	18%	54%	18%	0%	9%
	27%	4%	0%	36%	31%
	31%	56%	0%	12%	0%
	22%	52%	8%	4%	11%

ANALYSIS OF STUDENT SERVICES QUESTIONNAIRE

SUMMARY Cont.

Item Number	Choices 1	2	3	4	5
13	44%	11%	4%	11%	25%
	57%	28%	4%	4%	4%
	83%	8%	.0%	8%	0%
	18%	27%	0%	9%	36%
	27%	4%	0%	36%	31%
	50%	25%	0%	12%	12%
	45%	16%	2%	14%	19%
14	6%	13%	32%	25%	20%
	9%	23%	28%	23%	14%
	0%	41%	16%	16%	25%
	18%	18%	18%	18%	27%
	9%	18%	36%	18%	13%
	6%	18%	37%	12%	25%
	8%	19%	30%	21%	19%
15	25%	0%	60%	4%	6%
	19%	0%	52%	9%	19%
	0%	8%	91%	0%	0%
	0%	0%	81%	9%	9%
	22%	4%	54%	4%	13%
	18%	0%	75%	6%	0%
	18%	1%	65%	5%	8%
16	4%	0%	60%	2%	32%
	0%	0%	76%	0%	23%
	0%	0%	58%	8%	33%
	0%	0%	72%	9%	18%
	9%	4%	59%	4%	22%
	6%	0%	68%	0%	25%
	3%	0%	63%	3%	28%

ANALYSIS OF STUDENT SERVICES QUESTIONNAIRE

SUMMARY Cont.

Item Number	Choices 1	2	3	4	5
17	67%	0%	0%	2%	30%
	66%	0%	0%	0%	28%
	91%	0%	0%	0%	8%
	54%	0%	0%	9%	36%
	50%	4%	4%	0%	40%
	68%	0%	0%	0%	31%
	66%	0%	0%	1%	29%

REPORT AND ANALYSIS

Since the summer of 1967, the Counseling Services staff has been discussing and analyzing their departmental objectives as part of the Student Personnel Services Division of the College. During the summer of 1967 the Dean of Men conducted a number of workshop sessions attended by the members of the faculty of the Student Personnel Division. These workshop sessions, which were frequently stormy, centered around the search for ways and means of implementing effective Student Personnel program.

This study is intended to develop factual information which can be utilized in the continuing discussion about objectives and procedures to be used in effectuating a Student Personnel program.

Starting in September of the 1967-68 school year the Dean of Students and representatives of each of the Student Personnel Services departments presented a panel program to the faculty of the College. Each Division of the College was invited to attend one of these presentations. These presentations took place during relatively free times of the school day. They were uniformly well attended and well received. The object of these presentations was to more completely inform the teaching faculty about Student Personnel Services and, in addition, to collect information about faculty understandings and perceptions of Student Personnel Services.

A number of Student Personnel Services faculty and academic faculty programs were developed and utilized for the above purposes. These included interdepartmental cooperation among the technical, semi-professional, and academic faculty.

The development of the Student Services Questionnaire came in part through the cooperative efforts of the various faculties and the Student Personnel Division, primarily the Counseling Services staff. At these confrontations faculty members were asked a variety of questions in an informal manner in order to discover what it was they thought and understood about Counseling at Miami-Dade Junior College-North. Their answers to questions by the Counseling staff were documented. Over a period of time a large number of responses were collected. These responses were organized into areas and topics. Topics were rephrased into lead sentences and the responses were rephrased into alternative responses to the stimulus sentence. This in effect created a multiple choice Student Services Questionnaire.

From November until March the Student Services Questionnaire went through a number of revisions. These revisions primarily served to clean up the language and eliminate ambiguities and confusions in the format. In addition, a number of preliminary administrations were made to make as certain as possible that the instrument served its original purpose.

The version of the instrument being appraised at this time has been subjected to close scrutiny so that it meets as many criteria as possible in terms of clearness, definitiveness, simplicity, understandability, and ease of scoring.

This report will attempt to draw implications and suggestions from the 129 administrations of this present form. In response to item one, which asks faculty for the primary reason for offering counseling services to our students, 91% of the Counseling staff indicated the reason to be to offer close human contact in the process of self-discovery and personal growth and problem solving, whereas only 18% of the Natural Science faculty sampled indicated this as the primary reason. Seventy-two percent of the Science faculty indicated the reason was to assist all students to find their most appropriate academic program. Thirty-one percent of the Physical Education faculty and 23% of the Academic Advisors also indicated this response.

Item two, the primary academic employment requirement for junior college counselors, the Counseling staff was split evenly between a Master's in Guidance and Counseling or an Interdisciplinary Master's in Human Behavior. More than two-thirds of all other Divisions sampled indicated the Master's in Guidance and Counseling to be appropriate.

In response to item three, which asks about the frequency of help asked by students of counselors, 50% of the Counseling staff indicated alternative "A" which is for vocational tests and related information. More than one-third of the Social Science faculty sample, as well as Academic Advisement, Natural Science, and Technical faculty indicated the same reply. Thirty-one percent of the Physical Education faculty chose this alternative, but 43% of the Physical Education faculty indicated alternative "C", help with failing grades. Thirty-six percent of the Science faculty chose this alternative as well. But only 8% of the Counseling staff indicated this reply. Twenty-two percent of the Technical faculty sample, 16% of the Counseling staff, and 20% of the Social Science faculty sample indicated assistance with finding some personal rationale for college attendance as the assistance asked for by students.

The next item on the Questionnaire asked about the most fitting use of psychological tests in counseling. It is interesting to note that the Counseling staff was fairly evenly divided, 25% choosing to make the process of counseling toward self-evaluation for students more scientific, and another 25% chose to re-affirm hypotheses developed by the counselor. Thirty-three percent indicated to develop data not as readily available in any other way. The remaining 16% were split evenly amongst the two other alternatives. Sixty-two percent of the Physical Education faculty chose to discover what the real problem is and what potential for solution exists. Eighty percent of the Technical faculty sampled were

evenly split between to discover what the real problem is and to make the process of counseling toward self-evaluation more scientific. The Academic Advisors, likewise, were almost evenly split on these same two alternatives.

To the statement regarding counseling relationship, 66% of the Counseling staff called it a human encounter, while 33% a mutually trusting conference. Fifty-four percent of the Science faculty called it a problem-solving meeting. Fifty percent of the Pyysical Education faculty and 50% of the Advisors called it a mutually trusting conference, while 44% of the Social Science faculty called it a mutually trusting conference.

The item inquiring into student-parent interaction revealed 75% of the Counselors responding that it was necessary to be as objective as possible. Seventy-seven percent of the Technical faculty, 95% of the Advisors, and 88% of the Social Scientists agreed. Only 45% of the Natural Science faculty agreed, however. Thirty-six percent of the Science faculty indicated take one side and then the other to teach objectivity. Twenty-five percent of the Counselors indicated that they felt "you should dismiss the specific issue and get on with the business of self-evaluation."

To item seven, which concerns the matter of the college's public image and the role the Counselor should play in it, 75% of the Counseling staff felt that they should disregard the specific behavior and help the student evaluate the personal consequences of his behavior. Only 31% of the Physical Education faculty, a like percentage of Technical faculty, and 38% of the Academic Advisors agreed. Forty-four percent of the Social Science faculty agreed. Forty-six percent of the Social Science faculty sampled, 38% of the Academic Advisors, 45% of the Technical faculty, and 56% of the Physical Education faculty felt that the response should be help students learn to evaluate their behavior as compared to the society's norms. It is interesting to note that none of the faculty chose help students learn to disregard societal pressure to conform, even though this response was one given during informal conferences.

Fifty-eight percent of the Counseling staff felt, with regard to assisting students according to the student's needs, that the Counselor must serve the college's needs, students with expressed needs, and to some extent all students. Fifty percent of the Physical Education faculty surveyed felt that they must serve all students, whereas 13% of the Technical faculty felt they must serve their own needs.

When asked how our junior college student body measures up on standardized tests, the responses were as follows: 66% of the Counselors felt that the student body is comparable only to other junior college student bodies. Fifty-eight percent of the Social Science faculty felt our student body is comparable to the lower division

of the state university.

With regard to the impact of our open door, 50% of the Counselors felt that the cultural background of the students forces the college to give up traditional approaches to certain subjects. There was considerable agreement across the board on this selection, except that only 36% of the Science faculty sampled selected this alternative. Another 36% was equally split between "They depress the motivation of students who would have gone to college anyway and these students frequently demand that college be the 'stairway' to middleclass existence." Another 18% of the Technical faculty sampled selected this alternative: "they rebel against the general education and demand a direct vocational link in their training."

When asked to identify our student body on a scale of idealistic toward realistic, the sampled faculty responded as follows: 58% of the Counseling staff felt there was no significant way of aligning our students with regard to these two positions. Fifty-three percent of the Social Science faculty sampled agreed. However, 43% of the Physical Education faculty sampled, 31% of the Technical faculty sampled, 36% of the Science faculty, 25% of the Counselors, 38% of the Advisors, and 32% of the Social Science faculty sampled chose the alternative that we have students who are idealistic and students who are realistic, but that most are very much in the middle.

In response to a question having to do with their institutional responsibilities for the open door, the faculty responded as follows: 66% of the Counseling staff felt this implied a widely diverse curriculum. This alternative got the largest percentage of responses across the board. Nonetheless, 31% of the Physical Education faculty sampled, 28% of the Advisors, and 23% of the Social Science faculty chose the college must have a comprehensive Student Personnel program.

With regard to the question of the effect of high school guidance experiences on students seeking counseling services at college, the following responses were given: 83% of the Counselors felt that this resulted in confusion as to the role of Advisors and Counselors at the college. Only 18% of the Science faculty agreed with them. Thirty-six percent of the Science faculty chose "makes them seek their professors rather than Counselors." Thirty-one percent of the Technical faculty agreed with those Science faculty.

As to the kind of help sought by our students, the following responses were given: 41% of the Counseling staff felt students were seeking reasons for what they were doing. Sixteen percent of the Counselors felt students were seeking preparation for the future, and another 16% felt they were having difficulty dealing with the present, while 25% wanted to avoid the uncertainties of the future. There was nearer agreement on this statement amongst all of the faculties sampled than any other item.

APPENDIX I

COUNSELOR #1

Provide professional service available for such needs as personal planning and resolution of problems that impede effective living.

Seek the development of a relationship which will bring about mutual thinking on the needs of the moment and will provide meaningful experience in problem solving which will aid the student to become self-directive and self-responsible.

Provide educational counseling which concerns itself primarily with assisting them to decide upon their courses of study (educational counseling).

Provide assistance to the individual in choosing and preparing for an occupation. (vocational counseling) [Does not include placement and follow-up]

Provide assistance for "normal" students with matters of concern in the personal realm of the student which he feels to be problems, such as: lack of friends, marital difficulties, failure in school, feeling of inadequacy and inferiority. (personal counseling)

Attempt to create a permissive situation in which student may re-evaluate his experiences and so bring self into closer harmony with experience.

Bring about a change from negative or disapproving feelings (insecurity, inadequacy, worthlessness) to positive feelings toward self (security, adequacy, worth).

Provide permissive approach and opportunity to verbalize feelings leading to a re-evaluation of self, goals, and aspirations.

COUNSELOR #2

1. Improve and strengthen communication channels between teaching faculty and counselors.

2. Acquaint faculty members and students with services available to students.

3. Assist students in making academic, vocational, and personal choices.

4. Provide vocational and academic information for students.

5. As part of the college community, assist in the orientation program for freshmen.

6. Provide testing referrals and interpretations for those requesting these services.

COUNSELOR #2 cont.

7. Serve as source of referral to other community agencies when school resources have been utilized to the fullest.

8. Serve as cushion for students with particular, individual problems which require a concentrated and flexible approach.

COUNSELOR #3

1. Individual counseling - voluntary

    a. academic - choice of major, difficulties
    b. career - choice of
    c. personal - various, not psychotherapy

2. Individual guidance - voluntary

    a. G. T. B. interpretation
    b. general information for new students

3. Withdrawal - for those who have questions, not a mere administrative procedure

4. Group counseling - voluntary and selected as to need and ability to profit from group procedure (6 to 8 in a group)

5. Research - on problems selected by priority and relevant to counseling services

6. Special topics or programs with selected special students or problems to be done on a research and limited basis to handle various miscellaneous projects -- to not exclude the first 5 priorities, which are seen as just that, the 1st 5

7. ORI - our responsibility is the same as any other department

COUNSELOR #4

Our Counseling Services should help the students arrive at their own decisions as a result of understanding themselves better. We should encourage students to seek help when we feel it necessary for them to have outside help.

The college bulletin for 1967-68 spells out the objective rather effectively.

COUNSELOR #5

I view my counseling role as assisting students, either individually or in groups, toward a better adjustment to self and to their environment. This may entail helping the student achieve a feeling of self-understanding,

COUNSELOR #5 cont.

self-acceptance, and self-responsibility. Hopefully, with this kind of "self-enlightenment," a student will become able to make adequate adjustments, decisions, and choices.

Recognizing that our counseling services are available to students in a large, community junior college, with an open-door policy, I am compelled to believe that our services should be more practical than idealistic. Further, I believe that too much idealism in this college's setting could lead me to a level of thought and behavior that is self-satisfying and self-glorifying but could leave much to be desired for the ultimate growth and development for this particular student body.

I feel that we should continue to offer the kinds of professional services that we have in the past, with these modifications:

1. Make a periodic evaluation of current practices and procedures to be reasonably certain that we are utilizing our counseling resources for students and faculty in the best way possible.

2. Make a sincere effort to identify and work with students with particular needs who may profit from our services.

COUNSELOR #6

The counselor conducts some type of personal exchange with a student in order to (hopefully) share knowledge, or help the student to understand himself and/or his situation a little better.

Generally speaking, the counseling office sees as many students as possible who need any type of assistance in adjusting to college life.

More specifically, this would include students who are:

1. undecided about a program of study
2. not progressing satisfactorily in their program of study
3. having any type of personal problem

also:

4. new students (or old) needing information about Miami-Dade
5. mature students needing information and/or reassurance
6. parents or other relatives of students who may fall into any of the above-mentioned categories

COUNSELOR #7

Objectives

I. To help student discover for himself healthy and fulfilling purpose and direction for his own unique life in a world of other unique lives --

A. ..Through self-assessment of his own capacities and limitations, and their implications for his future

1. ..Expressed in behavior as one who

a. Knows where he is going, and why...goals have been shaped by realistic understanding of self as maturing person and potentially productive worker..

b. Knows what he values, and also what society values... and has courage to buck the group when thoughtfully, honestly convinced the group is wrong..

B. ..Through development of ability to accept himself and have concern for others

1. ..Expressed in behavior as one who

a. Accepts self as imperfect but capable of improvement..

b. Accepts responsibility for own choices and actions..

c. Thinks of the other guy as well as himself and considers effects of own actions on others..

d. Accepts and appreciates diversity of other individuals, not trying to fit them to a mold..

C. ..Through maturation of intellectual ability

1. Expressed in behavior as one who

a. Applies critical thinking to personal development, as well as academic subjects..

b. Begins to find pleasure in dealing with new ideas or looking at the familiar in new perspective..

c. Tries to "reach" instead of "coast"..

II. To give support and breadth to the teaching function of the college --

A. By being the reminder to the academician of the personal dimension

B. By attempting to be an interpretive link between students, faculty, and administration

activities including information giving, testing referrals, inter-departmental referrals, outside agency referrals, direct intervention with parents, teachers, and employers when professionally deemed necessary, as well as "in depth" individual and group counseling. Also to be included is appropriate ongoing research designed to be used in evaluating and improving the above listed activities and also determine objective bases for new directions in bringing about desired counseling goals.

Another objective, as I see it, is to provide comprehensive coordinated methods of expanding faculty awareness of our services including our limitations to insure that they will not see us as either the non-producing non-entity area of the faculty or as the placebo for all student problems regardless of the nature (e.g., realistic reality problems that have procedural remedy available). In other words, to view counseling realistically.

COUNSELOR #2 cont.

7. Serve as source of referral to other community agencies when school resources have been utilized to the fullest.

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